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| **Level 1 – Middle and High School**  **Novice Performance Range** | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **AP Theme** | Personal & Public Identities | Family & Communities | Contemporary Life | Global Challenges | Contemporary Life |
| **Topic** | Global Citizenship | Family & Friends | All Work & No Play | Schooling around the World | Vacation Time |
| **Essential Question** | Who am I? Who are you? | How are we connected to others? | How does where I live influence what I do? | What role does school play in our lives? | What is an ideal vacation? |
| **Unit Goals**  *Learners will be able to:* | * Greet and say goodbye to others and introduce themselves using appropriate norms of address * Exchange information about themselves as they get to know others - name, age, nationality, country * Ask for and give likes and dislikes * Acknowledge others’ likes/dislikes briefly * Use numbers in context; compare themselves to simple statistics about the world/country as a village * Describe my community/state in terms of nationalities and languages spoken * Respond and use classroom language | * Identify family members by relationship * Describe physical and personality traits of family, friends and pets; characteristics of a good friend/bad friend * Compare the importance of pets in different cultures * Explain who you consider family/your community and connections. * Ask and respond to questions about what I do with my family, friends, and others * Discuss family celebrations and traditions including foods * Explain why we celebrate an International Day of Families | * Explain how they spend their days - activities, sports, meals, social media habits, volunteering, etc. * Express frequency saying how often they do certain things * Make plans arranging specific details * Explain how their daily routine is similar to and different from other young people in the world * Explain the daily routines of American culture to someone from another country * Comment on how socioeconomics impact the daily routines of young people around the world | * Explain their feelings about school, commenting on likes and dislikes with regard to school * Comment on what they need to learn and what they do to learn; supplies and actions * Make comparisons between their school life and school life in the target culture; classrooms and schedules * Comment on how children go to school and make comparisons to their lives * Comment on literacy rates and who goes to school * Share information about their school with others; places in building | * Describe the current weather for a location; determine packing list * Compare/contrast climate and geographical features * Give reasons for their travel preferences - weather, activities, learning experiences, helping others, past experiences, etc. * Describe past and future vacations sharing simple details (when, where, why, with whom, what they did, how it was, what they are going to do) * Make, accept and refuse suggestions based on what they and others want or like to do on vacation * Name, locate popular vacation destinations in target cultures   and provide some details |
| **Functions**  *Learners will be:* | * Listing * Asking and answering questions * Expressing likes and dislikes * Reacting to statements * Comparing | * Asking and answering questions * Describing * Stating preferences * Stating simple opinions * Comparing | * Asking and answering questions * Describing * Expressing frequency * Making plans * Stating simple opinions * Comparing | * Asking and answering questions * Describing possessions * Expressing needs and wants * Stating simple opinions * Comparing | * Asking and answering questions * Describing * Stating preferences * Stating simple opinions * Comparing * Narrating |

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| **Level 2 – Middle and High School**  **Novice High/Intermediate Low Performance Range** | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **AP Theme** | Personal and Public Identities | Global Challenges | Global Challenges | Personal and Public-Identities | Global Challenges |
| **Topic** | The “Selfie” | Consumerism | Healthy lifestyle | Memories | Go Green |
| **Essential Question** | Who is the real me? | What type of consumer am I? | What does it mean to be healthy? | What are our stories? | How do our actions impact the environment? |
| **Unit Goals**  *Learners will be able to:* | * Describe their public and private identities and the identities of others * Comment on personal and cultural stereotypes and compare character traits across cultures * Describe others using positive and negative character traits. * Describe the selfies and self-portraits of others commenting on what is seen and what is known * Share opinions on the advantages and disadvantages of social media identities * Tell the story of when a particular selfie/image was taken * Explain who you are if “we are what we do”. * Explain why “beauty is only skin deep” giving an example from a movie or personal experience | * Identify items they need and items they want (Maslow's Hierarchy of Needs) * Comment on what they need/want and explain why * Explain their shopping habits commenting on type of stores and spending * Compare typical possessions found in different cultures (If the World were a Village) * Say where their favorite possessions are from * Identify the cost of similar items in different countries * Make purchases online and in person according to a budget and discuss cost | * Talk about activities that help maintain a healthy lifestyle * Name healthy and unhealthy snacks in different cultures; say why a certain food is healthy/unhealthy * Compare typical breakfasts/lunches with regard to health * Compare and contrast food pyramid/plates to say what healthy eating looks like in different cultures * Explore health and wellness websites to identify elements of a balanced lifestyle here and in (country). * Compare lifestyles of teenagers to teenagers in (country) in terms of balance. * Make recommendations for ways to create or maintain a balance lifestyle. | * Tell and retell their stories * Tell the story of a current event * Support an opinion about why you like/don’t like a particular movie or type of story * Describe characters in stories * Retell the story of legends, myths, and/or movies from various cultures * Describe the story conveyed by a work of art * Discuss characteristics of good stories/movies * Identify cultural elements in stories or films | * Describe the ideal environment; define biodiversity * Describe common environmental issues * Say what individuals can do to impact the environment * Comment on personal carbon footprint * Recognize and name environmental symbols and slogans * Explain the plight of one endangered animal * Compare biodiversity efforts in a country where the target language is spoken to the those in the US |

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| **Level 3 – High School**  **Intermediate Low/Mid Performance Range** | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **AP Theme** | Personal and Public Identities | Global Challenges | Global Challenges | Contemporary Life/Science and Technology | Beauty and Aesthetics |
| **Topic** | Heroism | Food and Hunger | Home and Shelter | Travel and Exploration | Our Emotional Selves |
| **Essential Question** | Who are our heroes? | What does the world eat? | How much space do we need? What makes a house a home? | Why does man explore? | How do we express ourselves? |
| **Unit Goals**  *Learners will be able to:* | * Identify traits of heroes/anti-heroes; compare different types of heroes * Explain how one person can make a difference in the lives of others * Describe personal heroes and explain why they are heroes * Tell the story of a hero in fiction or non-fiction * Say how I am a hero and/or anti-hero * Identify characteristics of a good friend or bad friend * Explain the development of a character in a work of fiction * Explain how conflicts are resolved * Provide biographical information on cultural heroes | * Ask and answer questions about food and hunger * Talk about likes and dislikes concerning common and international foods * Identify where certain foods are from and name key ingredient(s) * Explain personal and international food traditions associated with holidays; share food related stories * Explain the connection between food and identity * Compare types of restaurants; order and discuss choices for dining out * Identify where hunger is a problem and explain why hunger exists in the world | * Compare types of housing around the world * Identify and describe well known historical homes in the target culture - the Royal Palace * Describe favorite personal spaces within and beyond homes * Discuss the issues of the homeless – the basic right to shelter * Identify places of shelter of earlier civilizations * Compare bedrooms of children from around the world | * identify places common to most cities and say what people do there or why they go there * ask for and give directions in a city; locate a place in relation to other places * identify reasons why a city is special * make comparisons between cities in US and abroad * comment on public transportation in a city * make plans to visit a city of interest * identity current explorations of man - ocean, space, jungles, etc. * express opinions on why exploration of other places is or is not important | * define beauty and the explain the concept of inner/outer beauty * identify and comment on works created by man through the ages – art, architecture, music, literature * identify the theme and emotion expressed in a work of “art” * explain a work of art and how it makes you feel * argue for and against the right to self-expression * compare and contrast the style of different artists who convey similar messages * create a personal piece and explain its significance to others * identify strategies for dealing with emotions when self-expression is not possible |